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TESTIMONY OF SEAN W. HADLEY, ESQ.
Professional Licensure and Standards Code, N.J.A.C. 6A:9

My name is Sean Hadley and I am the Assistant Director of Government Relations for the New Jersey Principals and Supervisors Association (NJPSA). Allow me to thank you for this opportunity to testify on the proposed changes to N.J.A.C. 6A:9, Professional Licensure and Standards.

NJPSA believes that the current review of this code presents a timely opportunity to enhance the quality and preparation of New Jersey's school leaders.

Decades of research provide consistent evidence that the most powerful ingredient of high performing schools is strong school leadership. The 21st Century is already placing tough demands on our schools and these demands will only increase in the years ahead. We should have high expectations for our school leader preparation programs to match the high expectations of our schools. Today's preparation must meet today's challenges.

In New Jersey, we have made great strides in recent years to increase the quality and quantity of our school leaders. In 2002, the State opened the door for alternative pathways to the traditional master's degree in educational administration leading to principal certification, thereby allowing non-traditional programs to advance recruitment and preparation of prospective school leaders.

Now is the time to build upon these improvements by ensuring that aspiring school leaders have access to rigorous non-traditional preparation and certification programs. By developing the highest standards, we ensure that prospective service providers for non-traditional programs have the commitment and the capacity to develop, implement, and sustain high-quality programs. We know the characteristics of programs that work. Now is the time to codify these standards into the Professional Licensure and Standards Code.

Attached to my testimony is a list of proposed criteria for use by the New Jersey Department of Education to approve non-traditional school leader preparation programs. These criteria codify standards consistent with those identified as essential to an effective preparation program. Numerous national studies and reports by the U.S. Department of Education, Stanford Leadership Institute, the Wallace Foundation, and other major national organizations support the underpinnings of these criteria, which are as follows:

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- Vision of high-quality school leadership;
- Innovative strategies to identify and recruit highly qualified potential school leaders;
- Instructional design and practical learning experiences;
- Evaluative strategies use to determine program effect; and
- Long-term sustainability.

NJPSA strongly believes that these standards are essential for ensuring that aspiring school leaders, who take a non-traditional path to supervisor or principal certification, have the necessary preparation to meet the challenges of the 21st Century.

In conclusion, non-traditional programs must meet rigorous criteria and employ standards-based curriculum and research-based instructional strategies for preparation and certification of supervisors and principals. Incorporating these criteria ensures that all prospective service providers for non-traditional school leader preparation and certification programs will be held to the same high standards for state approval and program implementation.

We require school leaders to meet clearly defined criteria for certification and we should demand nothing less from the programs that prepare them.

Thank you for this opportunity to testify.

CRITERIA FOR NON-TRADITIONAL PRINCIPAL PREPARATION PROGRAMS

To protect the spirit and intent of the state's vision for multiple pathways to improve both recruitment of highly qualified educators for the school leadership and the quality of non-traditional preparation programs, NJPSA proposes the following specific code changes:

N.J.A.C. 6A:9-12.1

(a) These requirements will be used by the Department in the following ways:

1. As a basis for approving college preparation programs for administrative and supervisory personnel;

2. As the basis for approving non-traditional programs offered by service providers of programs for administrative and supervisory personnel as set forth in NJAC 6A:9-12.5;

[2]**3.** As the basis for evaluating the eligibility of candidates for administrative or supervisory certification; and

[3]**4.** As the basis for defining the nature and extent of experience used in development of residencies required of administrative candidates for certification.

N.J.A.C. 6A:9-12.5

(section 2 of (j) (k) and (l) and potentially new section (m))

NJPSA is proposing the following as specific criteria to ensure high quality educational leadership programs. This criteria would be used by the New Jersey Department of Education for approval of certification program in educational leadership. Attachment 1 is a suggested method to evaluate programs using the criteria. The below criteria should be added as part of section 2 of N.J.A.C. 6A:9-12.5(j),(k), and (l):

A New Jersey State-approved certification program in educational leadership program shall include:

- a. service provider capacity to meet state standards;**
- b. research-based program design;**
- c. standards-driven curriculum and instruction;**
- d. rigorous clinical experiences and internships;**
- e. performance-based assessments;**
- f. highly qualified faculty;**
- g. comprehensive program evaluation;**
- h. quality control and consistency of program delivery; and**
- i. resources and sustainability.**

ATTACHMENT 1

PROGRAM REVIEW and APPROVAL CRITERIA

NON-TRADITIONAL PROGRAMS for PRINCIPAL CERTIFICATION

(Ref: N.J.A.C. 6a:9-12.1-12.6)

Rating Scale: 0 = No evidence provided
 1 = Insufficient evidence provided to address criteria
 2 = Sufficient evidence provided to meet criteria
 3 = Evidence provided exceeds criteria

I. SERVICE PROVIDER ELIGIBILITY

To what extent does the proposed program provide evidence of meeting service provider eligibility criteria:

- A. Non-profit organization
- B. Organizational mission is consistent with non-traditional program development and supporting educational leadership development in the State of New Jersey
- C. Organizational capacity to develop, implement, and sustain a high-quality, non-traditional program (e.g. record of successful programs; personnel and resources; adequacy of resources; potential for sustainability)
- D. Record of successful innovative and non-traditional program development and implementation
- E. Affordability of program to maximize access of potential applicants (e.g. tuition below state college rates)

II. RESEARCH-BASED PROGRAM DESIGN

To what extent does the proposed program provide evidence of:

- A. Program admissions requirements meeting eligibility criteria for certification upon completion of program as specified in Code
- B. Meeting required instructional hours as specified in Code
- C. Including an internship as specified in Code
- D. A non-traditional program design that supports research-based practices for adult learning (e.g. cohort model, continuous learning model that is not segmented into traditional courses)

III. STANDARDS-DRIVEN CURRICULUM and INSTRUCTION

To what extent does the proposed program provide evidence of a curriculum and instruction that:

- A. Are aligned with the New Jersey Professional Standards for School Leaders
- B. Provide experiences related to the NJCCCS, as specified in Code, with appropriate linkages to school leadership
- C. Address prescribed topics, as specified in Code, with clearly stated goals, objectives and learning outcomes for each (human resources management, communications, data-based research strategies for decision-making, finance, law)
- D. Use research-based instructional strategies and provide relevant job-embedded, collaborative, and problem-based learning experiences
- E. Infuse use of current technologies
- F. Provide experiences to enhance technology proficiency as indicated by the Technology Standards for School Administrators (TSSA)

IV. RIGOROUS CLINICAL EXPERIENCES and INTERNSHIPS

To what extent does the proposed program provide evidence of:

- A. Multiple field-based clinical experiences designed to provide practical experiences relevant to the roles and responsibilities of contemporary school leaders
- B. Criteria for selecting highly qualified mentors
- C. Criteria for selecting recognized effective schools as Internship sites
- D. Mentor training
- E. An internship curriculum that is aligned with the NJ Professional Standards for School Leaders and has clearly stated goals, objectives, learning experiences, learning outcomes, and assessments

V. PERFORMANCE-BASED ASSESSMENTS

To what extent does the proposed program provide evidence of:

- A. Using multiple, performance-based assessments that are aligned with the NJ Professional Standards for School Leaders
- B. Using a range of assessments designed to determine professional growth and competency as measured by the NJ Professional Standards for School Leaders
- C. Requiring evidence of professional growth and competency during the program as measured by the NJ Professional Standards for School Leaders
- D. Requiring cumulative evidence of professional growth and competency (e.g. portfolio) as measured by the NJ Professional Standards for School Leaders

VI. HIGHLY QUALIFIED FACULTY

To what extent does the proposed program provide evidence of:

- A. Qualifications for faculty that ensure highly-qualified instructors and mentors throughout the program who have experience that is consistent with the mission of the program (e.g. current and recently retired school leader practitioners)
- B. Providing ongoing support for faculty and mentors
- C. Providing training and ongoing professional development for faculty and mentors

VII. COMPREHENSIVE PROGRAM EVALUATION

To what extent does the proposed program provide evidence of:

- A. Program standards and a program evaluation system designed to ensure and measure program quality
- B. Routinely collect and analyze data for program evaluation and continuous program improvement
- C. Collect and analyze data to measure the impact of the program related to the long-term effectiveness of the graduates as they move into administrative positions

VIII. QUALITY CONTROL, CONSISTENCY OF PROGRAM DELIVERY, and SUSTAINABILITY

To what extent does the proposed program provide evidence of:

- A. The capacity and infrastructure and resources designed to maintain program quality (e.g. staff organization, management information and program evaluation systems, funding)
- B. Structures and procedures to ensure quality control and consistency of program delivery based on projected enrollment figures
- C. The capacity to use data and evaluation information for continuous program improvement
- D. A funding structure that ensures long-term sustainability of the program and maintenance of program quality
- E. Training facilities that ensure efficient, effective and consistent program delivery, and a professional learning environment